PEACE CORPS Volunteer

FEBRUARY, 1964
VOL. 2, NO. 4
Washington, D.C. 20525

# 'Senior Year Program' to Train Students for Later Service

U.S. college students will get a six-to-eight-week sample of Peace Corps training this summer during an experimental "Senior Year Program" to be initiated this spring.

Using its regular selection standards, the Peace Corps in the next few months will invite 500-700 junior-year students who have submitted applications to join special summer programs at U.S. training sites. Next fall, they will return to college campuses for their senior year, and after graduation in 1965 will undergo another training period of from four to eight weeks. They will be chosen for overseas service under the same criteria by which other Volunteers are selected.

In announcing the program, Peace Corps Director Sargent Shriver said, "The Senior Year Program represents a major effort on our part to increase the quality of Peace Corps training programs by encouraging juniors to start training while they are still in college."

One of the main advantages to applicants, Shriver said, is that they will be able to plan for eventual Peace Corps service, perhaps even revising their senior-year curriculums to concentrate on a particular Peace Corps skill or geographical region.

The extra time afforded the Peace Corps in inviting and training applicants for Volunteer service will give the agency a better chance than it has previously had to line up overseas assignments matching individual skills and aptitudes of the trainees, Shriver noted.

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At Salihli, near the Aegean Sea in western Turkey, Director Sargent Shriver speaks to a group of Turkish school boys. The five-day, 2600-mile trip of the country in January was part of a month-long journey which took him around the world to meetings with Volunteers and staff members (see story, page 3).

# Volunteers May Re-enroll In Same Land

Volunteers may now enroll for another two-year term of service in the country of their original assignment.

Policy revision announced in January makes it possible for Volunteers either to extend their original terms by periods up to one year or to re-enroll for another full term in the same country or for a project in a different country.

A total of 70 Volunteers have extended their initial two-year terms by periods from one month to a full year; only one Volunteer has re-enrolled for another two-year tour in a different country, going from a teaching project in the Philippines to a teaching project in Nigeria.

Most of the extensions have been by Volunteers assigned to elementary-teaching positions in the Philippines—23 have gone beyond their second Peace Corps year, largely for four-, five-, and six-month periods. In Thailand, 10 have extended, each for six months; in Malaysia, 11 have extended, from six to 10 weeks; in Brazil, seven have extended, from four months to one year. Projects in Nigeria, Chile, Colombia, Jamaica Peru, St. Lucia, have had two extensions each; and in Sierra Leone, Tanganyika, El Salvador, India, Nepal, and Pakistan, there has been one extension each.

*(Continued on page 3)*

## Changing Address?

**Applicants for Peace Corps service are requested to notify the Division of Selection of changes of address. On the back page is a coupon for this purpose. Other readers of THE VOLUNTEER are also invited to use this coupon for address changes.**

Watching a group of her Central School students play netball is Volunteer Sara Officer (Bend, Ore.), assigned as an athletic instructor in Ibbagamuwa, Ceylon. She and another Volunteer at Ibbagamuwa, Pat Peebles (Petaluma, Cal.), work with netball and track teams which have won all-island and provincial championships.

# Program for College Students

*(Continued from page 1)*

Depending on the number of junior students who apply and qualify, there may be as many as six training programs this summer, the Peace Corps Training Division has announced. The programs would be designed to include the following groups:

- Secondary-school teachers for English-speaking Africa.
- Secondary-school teachers for French-speaking Africa.
- Urban community-development workers for Spanish-speaking Latin America.
- Rural community-development workers for Spanish-speaking Latin America.
- Teachers of English-as-a-foreign-language.
- Applicants to learn the difficult languages, such as Thai, not ordinarily taught in American colleges.

The summer programs will also include elements from regular training programs, such as area studies, health education, American studies, Peace Corps orientation, and "Outward Bound" routine (see story on training, p. 10).

The Peace Corps will pay training costs for the selected juniors as it does for regular applicants. Transportation will be paid to and from training sites (locations have not yet been announced), and summer trainees will be given room, board, and pocket money. Costs of the senior year in college will be borne by the prospective Volunteers, who will be encouraged to continue foreign language and area studies.

The Senior Year Program, the Peace Corps hopes, will help not only to improve the quality of its training programs but also to increase the number of teachers of specialized subjects as well as community-development workers in parts of the world where they are critically needed.

If the pilot program works out well this summer, the Training Division plans to expand it in 1965.

# '65 Budget Put At $115 Million

President Johnson has asked Congress to provide $115 million to operate the Peace Corps for fiscal year 1965, $19 million more than was appropriated for the 1964 fiscal year, which ends June 30.

The President sent his request for Peace Corps funds to Congress in advance of the annual budget presentation in January, and presented drafts of the proposed legislation along with letters to congressional leaders.

"The members of the Congress know how close this program was to the heart of John Fitzgerald Kennedy," the President said. "The day-to-day achievements of nearly 7000 American men and women now at or about to depart for work overseas in over 2400 cities, towns, and hamlets in 46 countries are a living memorial to the 35th President of the United States."

Actual appropriation for the current fiscal year was $96 million. The Peace Corps' original request for fiscal '64 had been for $108 million, which the agency lowered to $102 million upon realizing that it could not field 13,000 Volunteers by August, 1964, as first scheduled. The goal was reduced because of a shortage of applicants in some skill categories requested overseas, and because rising standards of acceptance caused proportionately fewer applicants to be accepted.

Current plans call for a total of 10,500 Volunteers by September, 1964. By September, 1965, the Peace Corps hopes to have 14,000 Volunteers on the job, dependent on its requested budget for the next fiscal year and on a sufficient number of acceptable applicants.

In mid-January, there were 6494 Volunteers at work overseas and 438 trainees in the U.S. preparing for duty. Of the total now serving overseas, 5673 are scheduled to complete their two-year tours by mid-1965, the end of the next fiscal year.

# Technical-Support Information Now Available Through AID Offices

Peace Corps Volunteers now can receive technical-support information—literature, bibliographic guidance, answers to specific technical questions—through offices of the U.S. Agency for International Development. AID's Publications and Technical Services Branch can assist in agriculture, co-operatives, labor and manpower, public safety, health, communications media, industry and transport, industrial safety, public works, community development, public administration, and housing.

Volunteers should seek help from the AID mission in their host country, putting their requests in writing and including all available details. Problem-solvers need to know what the scope of the problem is, what solutions have been tried, reasons for previous failures, sources of information already utilized. A precise statement of the problem can help to assure an adequate, helpful reply.

Volunteers serving in countries without AID missions should send their inquiries to the Division of Volunteer Support, Peace Corps, Washington, for forwarding to the proper office.

In Jordanian Jerusalem, Pope Paul VI received Sargent Shriver in private audience, during which the Pope accepted a personal letter from President Johnson.

Bearing soil from Ganges Plain, a dusty Director waits for plane at Nepalganj, Nepal. He walked seven miles to see Volunteers, then rode back in open jeep.

Flanked by Thai Foreign Minister Thanat Khoman (left) and Prime Minister Thanom Kittikachorn, Shriver gets honorary degree from Chulalongkorn University, Bangkok.

# Shriver Circles Globe, Visits Volunteers

Peace Corps Director Sargent Shriver paid visits to Volunteers in Turkey, Iran, Afghanistan, and Nepal in January as he made a globe-circling trip that included visits to national leaders and a meeting with Pope Paul.

Shriver left Washington Jan. 3 for Tel Aviv, going from there to Nazareth, where he delivered a letter from President Johnson to the Pope, who was visiting the Holy Land.

Shriver also delivered letters from the President to leaders of countries on his itinerary as well as to leaders of Israel and Jordan.

In Iran, the Director met with Peace Corps Representatives of the eight countries of the Near East-South Asia region. The eight include Cyprus, Pakistan, India, and Ceylon as well as the four on his itinerary. The two-day conference was held in Teheran.

After visiting Volunteers in Nepal, Shriver flew to Bangkok to accept an honorary degree. He returned to Washington Jan. 30.

# *Volunteer Record, Potential Weighed In Re-enrollments*

*(Continued from page 1)*

The new re-enrollment policy provides that Volunteers who want to serve again must first complete an initial full term, be separated, and receive all normal allowances.

Satisfactory completion of one full term does not necessarily qualify a Volunteer for further Peace Corps service, the directive states. Factors such as motivation, potential to sustain commitment and effectiveness, previous job performance, health, and general conduct will be considered in requests for re-enrollments.

A Volunteer who wants a second full term in the same country must apply at least three months before the end of his first term.

Volunteers wanting to extend their service (but not to re-enroll for another full term) must also submit applications at least three months before their initial tour ends.

For further information about extended service and re-enrollment, Volunteers have been asked to consult their Representatives.

# Radio Program Will Be Beamed To Volunteers

Radio New York Worldwide is launching a special series of public-service programs in mid-February to be beamed to Peace Corps Volunteers in Europe, Africa, and Latin America.

Called "Peace Corps Report," the program will feature taped voice reports from Volunteers in the field, a two-way "letter exchange," interviews with public and private officials connected with the Peace Corps, and general news of Peace Corps activities around the world.

The series will be broadcast through New York Worldwide's five high-powered short-wave transmitters. The station has been receiving letters from Volunteers for several months in response to other programs, officials said.

Each week's "Peace Corps Report" will be broadcast first on Wednesday at 3:10 p.m. EST (2010 GMT), and will then be repeated on Friday at 8:30 a.m. EST (1330 GMT) and again on Saturday at 4:40 p.m. EST (2140 GMT). The rebroadcasts are designed to allow Volunteers in different time zones to hear the program.

Executive producer of the program will be Alan Wasser. He is encouraging Volunteers to participate in the series by writing to the station and making suggestions for program content. Mail for use on the series should be addressed to "Peace Corps Report," Radio New York Worldwide, New York 19, N. Y., U.S.A.

Frequencies (and the area of the world in which each frequency is usually heard best) for the three playings of each program are as follows:

## Weekly Schedule

**WEDNESDAY 3:10 P.M.**

9.710 mcs 30.90 meters and 9.520 mcs 31.51 meters to Europe.

15.440 mcs 19.43 meters to Africa.

15.440 mcs 19.43 meters and 11.950 mcs 25.10 meters to Latin America.

**FRIDAY 8:30 A.M.**

15.440 mcs 19.43 meters and 15.370 mcs 19.52 meters to Europe.

17.760 mcs 16.89 meters to Africa.

15.440 mcs 19.43 meters and 11.950 mcs 25.10 meters to Latin America.

**SATURDAY 4:40 P.M.**

11.950 mcs 25.10 meters to Latin America only.

# Japan Joins List of Countries Sponsoring Overseas Service

Japan has joined the ranks of countries sponsoring Peace Corps-like organizations.

The Japanese government in December set aside money to launch a service organization which will supply technical experts for industrial, scientific, and agricultural development in Southeast Asia, the Middle East, and South America.

Several countries have already fielded voluntary workers at home or abroad. In Tanganyika, some 350 men and women are now serving in their homeland's National Service, one of the first such voluntary programs instituted by an African country. The National Service volunteers will engage in public-works programs and community-development work and will set up modern agricultural systems. In addition, the Tanganyikan volunteers will work at reviving national culture and folklore.

Plans call for 1000 Tanganyikan volunteers to be in service by the end of the first year, and at least 15,000 in five years. About a quarter of the first group are women. Ages of the volunteers run from 18 to 25.

The government of Northern Rhodesia is working on plans for a volunteer youth program, with the first volunteer leaders tentatively scheduled for training in early 1964. Volunteers from other countries may be requested to help train and work alongside the Northern Rhodesian volunteers.

In Australia, Australian Volunteers Abroad has selected a team of 18 volunteers from 62 candidates who applied for a pilot project in Papua/New Guinea. Volunteers chosen include university graduates and trained teachers, and also several high-school graduates and apprentices.

In the Central American Republic of El Salvador, 63 Salvadoran Social Progress Corps volunteers completed training recently and went out to join 27 U.S. Peace Corps Volunteers in the field. The North Americans and Salvadorans are working in five-man brigades in rural communities; each brigade includes volunteers trained in agriculture, health and sanitation, home economics, recreation, and basic reading instruction.

In France, the National Assembly has appropriated $1 million for the Association Française des Volontaires du Progrès, which will be part of the government's aid program to former French territories in Africa. As many as 500 volunteers are expected to be in service by early '65. First groups are to go to Chad and the Central African Republic.

In the Netherlands, a group of 21 volunteers of the Jongeren Vrijwilligers Programma left for West Cameroon in December to work in rural education, agriculture, health and other projects. Another Netherlands group went to Brazil in early January to build a school for midwives and a hospital at Campina Grande, Paraíba.

Norway's first 17 Peace Corps volunteers arrived in Uganda in December. Most of them are health workers who will serve in rural hospitals, but included are secondary-school teachers, engineers, a home-economics teacher, a nurse, a farmer, and a forester.

The Norwegian volunteers trained for seven weeks in Norway, studying English and taking African and Norwegian studies, foreign-policy orientation, and instruction in adjusting to life overseas. They are receiving additional training in Uganda.

# Volunteers at Work In Strife-Torn Lands

Peace Corps Volunteers in three countries where there was civil strife during January have not been harmed and in most instances are continuing to work at their regular assignments.

In Panama, where 56 Volunteers have been working in agriculture, rural community action, and health, all are at their posts and are following normal routines.

In Tanganyika, where 97 Volunteers have elementary-school and health assignments, all are reported at work under normal conditions.

In Cyprus, where 22 Volunteers have been at agricultural, vocational-teaching, and geological-survey assignments, most were to complete their service at the end of January.

# New Peace Corps Film Available for Showing

A new 28-minute informational film on the Peace Corps is in circulation for use on television stations and by civic, church, and social organizations.

Prepared by the Peace Corps Office of Public Affairs, the 16-mm, black-and-white production includes action footage of Volunteers at work in Peru, the Philippines, and Tunisia, supplemented by stop-motion sequences of still photographs of Volunteers in several other countries.

The new documentary is narrated by Alexander Scourby, who contributed his services.

Prints of the new film are available through 30 regional offices of Modern Talking Pictures Inc.

# India Volunteer Wins in Magazine Photo Contest

A Peace Corps Volunteer serving in a mountain village in northern India has been named a grand prize winner in a photo contest conducted by the American magazine *Saturday Review*.

Robert Ishikawa (San Jose, Cal.) took the "Grand Prize in Color" award in the magazine's annual contest. His winning shot was a transparency of sari-clad Indian women carrying head baskets of earth from an excavation, taken during a visit to the Buddhist caves in Ajanta and Ellora. The photo, which Ishikawa took with a Nikon camera using Kodachrome II film, was reproduced in color on the cover of the Jan. 4 edition of the magazine.

The winning transparency was selected from thousands of entries, the magazine reported, and was submitted not by Ishikawa himself but by his father, a physician in San Jose.

"Bob has not even seen the prize-winning slide," Dr. Tokio Ishikawa told the magazine. "In fact, he has not seen any of the 650 pictures he has taken in India. He mails each exposed roll of film to Kodak in Palo Alto, and the finished slides come to our home." When he read of the contest, Dr. Ishikawa screened the slides repeatedly and finally entered two.

Ishikawa has been working for the past year at the Bhutti Weaver's Colony at Shamshi, Kulu, in Punjab State, and is probably the northernmost Volunteer in India. The people of the colony speak a dialect called Kului, which Ishikawa has learned on the job. The colony, a co-operative enterprise, makes women's shawls on ancient hand looms. Ishikawa has been helping the weavers with designs.

A third-generation Japanese-American, Ishikawa has been mistaken in India for a Tibetan Lama (the colony is some 85 miles from the Indo-Tibetan frontier) and on one occasion was roughed up when mistakenly identified as a Chinese Communist. On the other hand, an Indian railroad ticket-clerk who incorrectly read his Peace Corps identification card listed him as "Sargent Shriver," booking passage for him all the way to Delhi under that name.

Ishikawa holds a B.S. in geology from Stanford, where he graduated in 1959. He studied micro-paleontology at the University of California in Berkeley for a year, concurrently studying printmaking at the California College of Arts and Crafts in Oakland.

He was given an assistantship at the University of Washington in Seattle, and was studying geologic oceanography prior to joining the Peace Corps in 1962.

## *'How Much?' in Quechua*

Ida Shoatz, a Volunteer from Philadelphia, shops in the Quechua Indian market town of Pisac, surrounded by 20,000-foot Andean peaks in southern Peru. The Quechuas, who make up nearly half of Peru's 10 million people, still use the language spoken by their ancestors, who founded the Inca empire more than 700 years ago. Ida oversees a school-lunch program in 13 Quechua mountain villages, visiting them on horseback and on foot; she also teaches in a Pisac elementary school. A recreation leader and book seller before joining the Peace Corps, she holds a B.S. degree in home economics from Cheney (Pa.) State College, from which she graduated in 1963.

Village Chief Ouro Yerima welcomed Peace Corps health team to Dako, where Volunteers did demographic study. Seated, from left, are Mr. Alex and Mr. Ali, Togolese officials; Chief Yerima; C. Payne Lucas, acting Peace Corps Representative in Togo; Mr. Foustin, a nurse; Jean Hewitt, a Volunteer nurse; and Margaret Michelle McEvoy, who writes below of her work.

# 'You Just Plunge In'

Volunteer Margaret Michelle McEvoy, a native of New York City, has been in Togo since October, 1962, as a member of a Peace Corps medical team in Sokodé, some 200 miles upcountry from the coastal capital of Lomé. She holds a B.S. in nursing from Columbia University, from which she graduated in 1960. She has also attended the College of New Rochelle, N. Y., for two years, studying art; the University of Paris for a year, studying French literature; and the New School of Social Research, New York, for a year, studying philosophy. She speaks Spanish and French, and has taught both languages. She lived in Cuba for 10 years, and has also resided in Switzerland and Italy. Before joining the Peace Corps, she was a nurse in the emergency ward of Bellevue Hospital in New York, and she also taught mother-and-child-health courses in Spanish to Puerto Rican women in Harlem.

**By Margaret Michelle McEvoy**

My introduction to public-health nursing in Sokodé, Togo, was the Polyclinique: an amorphous, sighing building of a diaper-yellow color, bulging with soft women in brightly hued clothes walking over each other to be first to the consultation room, dusty children in khaki school uniforms picking their sores and searching around for used bandages, and fat babies making puddles under the benches. I decided what I was going to bring to the Polyclinique was "organization."

With flawless logic, wild gestures, stern stares, rope barriers, and a three-word Kotokoli vocabulary, I tried to teach these happy people the meaning of queues. They giggled.

In my second month in Sokodé, I was told I could run the school health program. There were schools—eight of them—little health, and no program.

School nursing: it is latrine-building, inoculation-giving, stool- and urine-collecting. It is also parent-cajoling, milk-mixing, film-projecting, and knowing how to change flat tires on a motorbike.

There is no formal starting place; you just plunge in. Rarely have the children been seen by a doctor. They have not been immunized. Since there are no latrines in the schools or in the town, infectious parasites are everywhere. The nearest river is infested with schistosomes, and of the 800 students we studied last school year, 200 had schistosomiasis and were urinating blood. Of the same group, 124 had ancylostomes [hookworms], 129 had ascaris [roundworms], 86 had amoebic cysts in their stools. There were 46 who had positive thick smears for falciparum malaria—the malignant type.

Catholic Relief was distributing large quantities of powdered milk to the schools. No one knew how to mix it, and the children either ate it in powdered form or rubbed it in their hair. Those who managed to get some home mixed it in polluted water, got sick, and gave milk a bad name in the community.

In our milk program we used the simplest implements imaginable: a 20-litre bucket and clean hands. We taught first the teachers and then a team of older children how to mix the milk and distribute it. This time the project worked. The students adored the milk and we had to have "milk-mustache check" to see that some wouldn't come back for seconds before all had had firsts.

Simultaneously a schistosomiasis clinic was started. One of the Volunteer pediatricians, Dr. Richard Koenigsberger (San Francisco), and a public-health nurse, Jean Hewitt (Lambertville, N. J.), treated the children whom we found during school physical examinations to be infected. News spread fast, and the children started coming in on their own. The treatment consists of from 14 shots on up until the patient produces three negative urines. A good percentage of patients were faithful to the treatment, for all its demands.

When Dr. Nick Cunningham (Springfield Centre, N. Y.) and I first started doing physical examinations in the schools, we gave each child a questionnaire on his eating habits, his past illnesses, and what he thought was wrong with him. We got back compositions from the students telling us how their heads would mysteriously turn every time they had to open a school book. Some of the responses were note-in-a-bottle messages like "Help help O you of the Health! They are giving us rotten water to drink! There are worms in the soup!" To the question: "How many times a week do you eat meat?" the answer was invariably, "Grand jamais!"—a big NEVER. This year we decided that questionnaires invited too much creative writing, so we dropped the idea.

Anyway, we started off by examining

At the Polyclinique in Sokodé (upper left), Volunteer Winifred Evans, a nurse from Lambertville, N.J., swabs the head of a child held by mother.

Beaming baby (upper right) responds to touch of Volunteer Doctor Richard Koenigsberger, from San Francisco, as his wife, Dorcas, a nurse, looks on.

Baby-weighing station is part of the infant-care clinic at Sokodé; Ann Moore, a nurse from West Alexandria, O., records a hefty Togolese child.

12 children per afternoon. There are 4000 schoolchildren in Sokodé, and going at that rate we saw only 800. Under new procedures this year we are examining 100 children an afternoon and passing 250 children a week through the laboratory. The laboratory technicians come to the school, and the children line up, each holding his stool specimen in a matchbox with his code number attached. They dutifully urinate into test tubes and submit fingers for blood tests. After all the data are collected, we call in the parents a class at a time and treat them en masse, referring the children to various clinics and explaining the importance of building latrines.

**Long Way from Solution**

Our problem is still a long way from solution. Until the community starts its own latrine-building program, deparisitizing is of questionable value. (But as our lab technician said, "Every child deserves to be dewormed once in his life.")

Last spring we were given permission to vaccinate and immunize. Winny Evans (Philadelphia), the third public-health nurse, organized a crash program so that we could do the children before school was out. In the two months left in the school year, 600 *lycée* students received diphtheria-tetanus-typhoid immunizations, in a series of five shots, and 2500 primary-school children received diphtheria-tetanus immunizations, in a series of two shots. We were pleased with our results, and Winny then organized a summer program to immunize the pre-schoolers in the town, one *quartier* at a time. The chief of each *quartier* arranged matters so that on the appointed day his drummer was sent out tam-tamming the news around the streets. Mothers from other sections heard and came, too.

We stationed ourselves at a school, and so many women and children turned out that we called in the police to keep order. They came, took one look, and fled. We tried closing the doors, but babies were dropped in through the open window. At one point, I looked up and saw Winny Evans helplessly waving her syringe in the air, being carried off by a group of women. After her rescue, we then locked the doors, nervously smoked cigarettes, and listened to the acre of screaming women. Winny, always deadly calm when everyone else gets hysterical, announced that the "aims" of the program would have to be reviewed before we continued. I decided to review the "aims" of our mountain-climbing course, so that I could plot my exit over the roof. But fortunately, our luck was with us that day, and a torrential rain clattered down upon the women, scattering them into empty classrooms. One brave policeman returned and blocked a doorway, then let the mothers out one by one. Thus we managed to finish the afternoon.

The following day we hired seven students to work with us, shout health-education tips to the mothers, keep them in line, and record the names of the children.

That program continued throughout the summer, but the star project of the season was the Dako demographic study started by Jean Hewitt.

No village in Togo had ever been studied thoroughly for its birth and death rates, frequency of diseases, family history, customs, and so forth. We chose Dako for its isolated site—we thought we'd have the inhabitants cornered—and because it was barnacled on a mountain overlooking a vast, spinach-colored valley, with sparkling rivulets running down

the hills; and because its chief, Ouro Yerima, was wise and friendly and had an ostrich egg on the top of his hut to denote his importance.

We hired four Togolese *lycée* students to serve as interpreters and to work with the four Peace Corps teachers who came to do the interviewing. Our questionnaire was seven pages long.

On the chosen day, we loaded two Jeeps full of cots and *ignames* (a root crop which when boiled and dipped in hot sauce is called *fufu*), dignitaries, and brooms, and started the journey out on a road that also seemed to serve as a river bed during the rainy season. (It *was* the rainy season.) We were gravely received by the chief and the elders, who were seated under a great tree next to stone monuments erected in remembrance of ancestors. In the middle of the speechmaking, a part of the wall of the chief's compound collapsed. Everyone roared with laughter, and Nick hastened to hope that it was a good omen. It was.

We were housed in the school and presented with a goat, whom we named C. Payne Lucas, in honor of the acting Peace Corps Representative. The goat's diet was one cigarette a day. Our diet was corn beef, antelope (which the hunters insisted was zebra), bam (a bamboo wine drunk out of thin, yellow calabashes), countless *ignames* and *gari* (another tubercus root, dried and ground to powder, then eaten with a sauce), which we cooked over a wood fire on an earthen floor, in a hut which we shared with chickens we got as gifts.

**A Beautiful Summer**

It was a beautiful summer. We interviewed every *concession*, a series of huts belonging to one chief, with his wives and children. Each is encircled by a wall, and all the buildings are a rich, soft red with thatched roofs and an occasional calabash vine crawling over them to give them the look of Easter hats.

On Thursdays the lab technicians and a doctor struggled out on the road and did physical exams and collected specimens. We did studies on all the inhabitants: blood, thick smear for malaria, stool-and-urine, and, for a selected group, anemia. The village was immunized, and World Health Organization workers did a leprosy-and-yaws study and vaccinated with smallpox.

The United Nations' Food and Agricultural Organization sent out two nutritionists, Apolinaire and Agboton, to spend 10 days in each of 20 households, weighing food before and after cooking and keeping track of the nutritional intake of each member of the family. At sunset they could be seen chasing through the millet fields some child who had decided to take his repast elsewhere, or sitting huddled in despair because the men of a certain household had gone to live in the fields, to protect their *ignames* from the gorillas.

At the end of the program of four months we were given one final dance, and on the morning of our departure the chief presented Jean and me with a tract of land where the villagers are now building us a *concession* so that we will come and live with them. Our best gift, however, we got upon returning a month later, when we found the head of each family had built a latrine as Nick had suggested. The results of the Dako project are to be published by WHO.

Life is very busy, quiet, and full. I moved some time ago to a little house a *l'indigène* with a thatched porch built by the Boy Scouts (in exchange for a guinea-hen dinner and guitar music) and four students—one Kabre, one Kotokoli, and two Moba—whom I house and feed. In exchange, they chase bats, fill lanterns, draw water, and pick mango pits out of the one flower bed.

But life here is not always one happy Kotokoli grunt after another. (The greeting is: Alafia! ya, hum!
hum!
hum!
hum!,
the descent indicating the position of the knees as you crouch closer to the ground and land in a fetal position.)

There are a few things which are terrible: one is night guard-duty at the hospital, which means you are usually up for 24 hours. This happens every sixth night or so. You cover the whole hospital, except maternity and surgery, alone. As you walk from building to building, your lantern strikes obstacles such as frogs and an occasional snake. There is no electricity after 11 o'clock, and putting in a chest tube or doing a spinal tap by flashlight is an experience to remember.

Some frustrations arise because the notion of work and long hours is mostly regarded as the better part of lunacy, and you have to get used to doing things on your own. This is especially true of neurotic things like keeping records and sterilizing syringes.

The opportunity for creative nursing is endless. When we have Togolese counterparts to work along with us and see what it is we are trying to do with preventive medicine, our programs may continue after we leave.

My complaints seem as nothing, however, as I consider the poignancy of having a little one come up in the morning, curtsy, salute, and say *"bonsoir, monsieur."* It makes the banged-up knees, the school program, the never-ending line of brown backs to shoot, or brown bottoms to swat, an alive and important experience. Our job is almost baffling in its simplicity. It has been profoundly gratifying.

[*Volunteer Jean Hewitt, who worked with Margaret Michelle McEvoy and the Peace Corps medical team at Sokodé for a year, was seriously injured in an auto accident last November in Lomé. She was evacuated to the U.S. and is now recovering in the U.S. Public Health Service Hospital, Staten Island, N. Y.*]

# Learning To Farm All Over Again

Philip Peters and his wife, Marilyn (Portland, Ore.), are members of an agricultural project which is helping to develop Guatemala's abundant and potentially productive resources. The project is administered by the National Grange, working with agencies of the Guatemalan Ministry of Agriculture. Peters, reared on an Oregon farm, has more than 16 years of dairy and poultry experience. He studied at Portland State College for 3½ years, majoring in diplomatic history of America and Europe, while at the same time sustaining himself by working 40 hours weekly as a dairy-truck driver.

**By Philip Peters**

When we Volunteers arrived last March at Chocolá, a government experiment station near the center of our project region on the Pacific slope of Guatemala, we were eager to begin our work with the Instituto Agropecuario Nacionál, the Guatemalan agricultural extension service.

Once there, however, we began to wonder just how much we would really be able to do to help advance Guatemalan agriculture. We had Volunteers from the eastern United States with poultry and dairy experience, Volunteers from the Midwest with wheat and cattle experience, and several from the West Coast with all-around farming backgrounds. At Chocolá, we were suddenly confronted with banana trees, coffee trees, and other tropical plants.

In April, we were assigned to extension agencies throughout the project area, which includes the departments of Quezaltenango, Retalhuleu, Suchitepequez, and Escuintla, in southwestern Guatemala.

As the months passed and Volunteers began to learn something of tropical agriculture, many moved away from the agencies into the countryside. In December, though, more than half of the Volunteers were still working with the extension agents. Marcial Ortiz (Orocovis, Puerto Rico), in El Cajón, about 60

miles from Guatemala City, is working with 4-S clubs, local equivalent of U.S. 4-H clubs, which are supervised by the extension service here. Several Volunteers have successfully started small chicken projects.

Volunteers who have moved away from the extension agencies now are in various activities. My wife and I have been stationed in Agua Caliente, El Progreso, about 18 miles east of the capital. Agua Caliente is a town of about 700, almost entirely of Spanish descent (Guatemala has a population of some 2.8 million, of which more than half are pure-blooded Indians of Mayan descent.) Marilyn has 300 persons enrolled in a CARE milk-distribution program, some of them walking as far as nine miles to get the milk. Our projects in Agua Caliente are aimed at community development and also include literacy classes, a village library, demonstration gardens, and a soil-testing program.

In San Juan Ostuncalco, Judy Davis (Bennett, Col.) is conducting literacy classes and is also working with local clubs.

**Walked 15 Miles**

Dave Amert (Madison, S. D.) has been stationed in Guatalón, Rio Bravo, for the past year, working closely with an extension agent. One of their most interesting projects began in October, when a small group of men called at the extension office there and asked to speak to the member of "El Cuerpo de Paz."

The visitors had walked almost 15 miles, and said they wanted Dave's help in building a school for their town. Dave and the agent drove back to the town of Morazán with the men and promised to help. By Dec. 1, the school was almost complete; the people did all the work themselves at a cost of less than $100.

A different sort of project was initiated by Volunteer Dick Crist (Flora, Ore.) in Samayác. Dick is a community-development worker and has been working with the local priest. Samayác desperately needed a medical dispensary, but because of the perennial lack of money had been unable to build one.

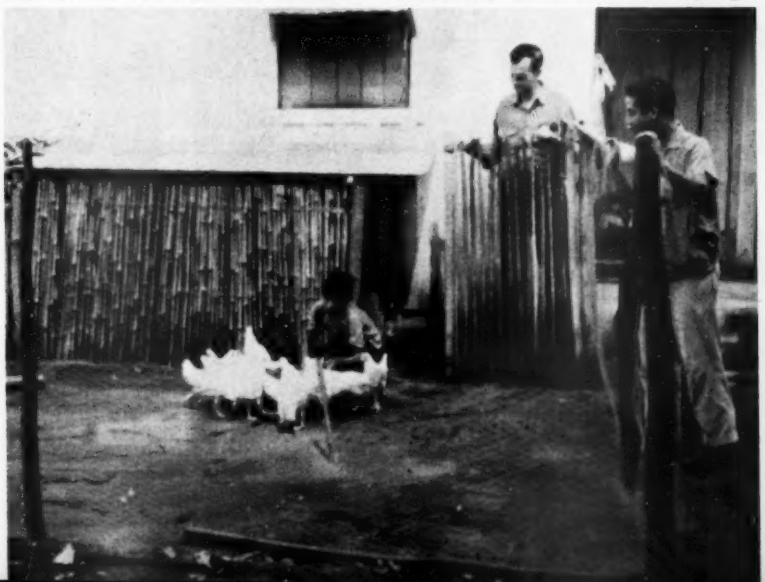
Through an arrangement with Bell & Howell Co. of the U.S., Dick acquired a movie projector and opened a theater. He is charging 5¢ for children, 10¢ for adults, for feature-length shows. With this money, the town is first paying for the projector and then will put money aside for a medical dispensary.

*El País de Eterna Primavera*—the Land of Eternal Spring, as Guatemalans call their country—has proved full of possibilities for the Peace Corps. More Volunteers have arrived to continue and expand the work: at the end of December, 57 new Volunteers landed in Guatemala City, bringing the total here to 112.

In the community of Morazán, Volunteer Dave Amert worked with townspeople and Guatemalan government officials to erect a cement-floored, two-room school in 15 days for less than $100, including roof, walls, and plastic screening.

Milk and movies are two Volunteer endeavors in Agua Caliente; at left, Philip Peters loads CARE milk for 300 enrolled in distribution program; at right, he posts cinema bulletin for monthly show, "Gratis del Cuerpo de Paz & USIS."

Dave Amert (behind fence) and government agriculture agent inspect chicken project in Guatalón, Rio Bravo, as young 4-S Club member scatters feed. A total of 112 Volunteers are at work in Guatemala, "Land of Eternal Spring."



# TRAINING

## *Shaping of Volunteers Is an Ever-Changing Process*

"Training" is a concept that a person in Peace Corps service never really loses touch with. Before becoming a Volunteer, he goes through a training program managed by a university or by one of the private agencies which co-operate with the Peace Corps. On going abroad, the Volunteer receives "in-country training" conducted for the most part by the host government. While overseas, he may go through one or more sessions of "in-service training" to enhance his language ability or his technical skill.

During service, though, the Volunteer —without really perceiving the change— goes from trainee to trainer. He gets together with recently arrived Volunteers and tells them what's what. But more than that, word of his life and job filter back to Washington to be collected in the growing reservoir of knowledge about Volunteers. The distilled information is then poured into the training process to benefit succeeding groups of Volunteers.

Training is always in progress and always in mutation. In fact, this summer the Peace Corps is instituting a kind of "pretraining training"—a program aimed at college juniors to permit them to integrate effectively the studies of their senior year with their plans to join the Peace Corps following graduation (see "Senior Year Program" story on page 00).

In the 2½ years since the first prospective Volunteers entered training in the U.S., the process of Peace Corps training has been altered considerably.

"Two years ago, the Peace Corps Training Division had little to go on," says its Director, William Craig. "But then, there had never been a Peace Corps before, and no one knew just how to set up training for one. Since the early days, we have learned and the training institutions have learned; and now Volunteers are returning home to help us train new generations of Volunteers. The result is that today's Volunteer headed abroad is far better prepared to be an effective Volunteeer—more rapidly—than were those pioneer Volunteers."

Up to the end of last year, 72 American colleges and universities had played host to some 200 groups of Peace Corps trainees. In addition, 10 private agencies—such as 4-H Foundation, Caterpillar Tractor Co., and the Experiment in International Living—had given training to some two dozen groups.

### Variety in Field Work

Furthermore, post-university field training has put prospective Volunteers in situations from the slums of Manhattan to Indian reservations in the Southwest, from 10,000-foot peaks in the Rockies to the rain forests of Puerto Rico and Hawaii. Some trainees have even spent time in foreign lands before formally becoming Volunteers. The Experiment in International Living, training men and women for service in the French-speaking African Republic of Guinea, arranged to have them spend two weeks living with French Canadians in Montreal. Montana State University, training men for service in Ecuador, had them spend time at its field laboratory run in conjunction with CREFAL, UNESCO's community-development training center near Pátzcuaro, Mexico.

The university training program, though itself constantly subject to change and experimentation, normally consists of language, area studies (of the intended country), technical studies (the job or jobs), world affairs, Communism, American studies, health training, physical training, and Peace Corps orientation. Training schedules run 10 hours a day, six days a week.

Of the components, far and away the most important is language. Peace Corps languages taught in the 2½ years have run from Amharic (Ethiopia) to Yoruba (Nigeria) and number more than 40 (which does not include several that Volunteers are known to have learned overseas).

"In the early days, we didn't know how much language training would be required to let an American operate effectively abroad," says Craig. "Our aim was then—as it is now—to ignore the niceties of syntax and make the Volunteer effective in his job."

But the demands on Volunteers of introducing new methods and new ideas to unschooled citizens in host countries showed that Peace Corps language train-

Preparing for development work in Peruvian Indian communities, trainees learned butchering techniques at Cornell. Ibo, one language of Eastern Nigeria, is heard through earphones at Michigan State training for university teachers.

ing had to be stepped up, Craig says. That meant extending the training programs.

"Early Volunteers were getting about two hours a day during some eight weeks of training here," he says. "That's about 100 hours. Now most trainees are getting five hours a day and the university programs are at least 10 weeks and often 12. This means that trainees are now taking at least 250 hours of language, and for some of the tough ones—like Thai, Somali, and Nepali—they may get 300 or even more."

### Courses Combine

Time has brought about the evolution of other training components as well. The "WACAS" courses (world affairs, Communism, American studies) have tended to combine. Formerly taught as rather solid blocks of subject matter, they now are considered as bases for discussion of issues. For example, the question of race relations in the U.S. would no longer be treated as a purely national problem but would likely be discussed in the light of its world implications and its effect on American relations.

One recent innovation in university training is called role-playing. A member of a small group of trainees is selected to play a role as a community-development Volunteer, say, defending himself from opponents in a mock town meeting. His actions, his objectives, and his motives are challenged; his very presence in the community is attacked as evidence of nefarious purpose. How he defends himself is a lesson both to himself and to his fellow trainees. If this exercise takes place late in training, it is conducted in the host-country language.

A variation on role-playing is the discussion in a small trainee group of a case history. A Volunteer teaching in Country X is, for instance, having trouble with the principal of his school. The case history describes the nature of the trouble, the tactics of the Volunteer, the tactics of the principal, and then poses the question: What would you do if you were in his shoes? The histories are real Peace Corps cases although they may be composites to enhance their usefulness as vehicles for discussion.

In present-day training, more time is left for the trainee to study by himself material for which he is qualified. This modification came about as training staffs saw that political-science material assigned to a trainee who was a doctoral candidate was quite unsuitable for a trainee with a farm background. Large training programs now may have as many as 10 levels of course materials to meet the varied academic needs of trainees.

Another trend in training is the widening use of "the field experience"—a general term used to describe any training activity to help the prospective Volunteer learn "what it is really going to be like." Trainees studying for service as urban community-action workers in Latin America have worked in the slums of New York City on projects under the direction of the Columbia University's New York School of Social Work. Nurses training for service in Malaya have worked with the Chicago Maternity Center, the world's largest home obstetrical service. They learned about pre- and post-natal examinations and care, how to improvise equipment, and how to care for women during labor and delivery at home. New Mexico State University

Getting there by rope is part of physical conditioning during training at New Mexico site; women are preparing for assignments in Latin American lands.

Language training continues overseas; Volunteer teachers in the Philippines take a six-week in-service course in Cebuano, a major Filipino language.

Bengali teacher works with Pakistan trainees at Putney, Vt. Instruction has been given in more than 40 languages in first 2½ years of Peace Corps training.

Trainees often help to train each other. Here a prospective Volunteer imparts wisdom from her previous teaching experience to her fellow trainees bound for Ghana.

made arrangements with a college in Chihuahua, Mexico, to take trainees there to reside and work with families and study the city. There they could try out living in a foreign environment, observing the pace of life, studying the function of society, speaking the language.

In this slice-of-Volunteer-life approach to training, there is the risk that a trainee will take one look and say, "I quit; this is not for me." Even so, the Peace Corps would rather know before the person goes overseas that he was not cut out for a Volunteer's life. Thus the field experience forces the prospective Volunteer into a realistic appraisal not only of "what it's going to be like" but also of his own readiness to cope with it. In the Peace Corps' view, those who take the field experience in stride stand a good chance of taking the overseas experience without flinching.

Part of the standard university training has been in technical skills, that is, in the work the Volunteers will do overseas. Teachers study what they will teach and how to teach it; health workers study hygiene and sanitation problems; surveyors study the techniques of their host country, and so on. The recent trend in training is to give prospective Volunteers supplementary skills. For example, almost all Volunteers are called on at one time or another to give lessons in English. Perhaps a host-country citizen sees a status value in having a knowledge of English; perhaps he wants to know English to gain access to technical books. For whatever reasons, many persons have sought Volunteers' help in learning English. Since a primary Volunteer mission is the introduction of new ways of doing things, a class—even if in the English language—can help the Volunteer to establish rapport in his community. Peace Corps training now recognizes that if the Volunteer finds himself having to teach English, he may as well know how to do it in good form. Trainees are being broadened in other ways, too. Coaches, for example, are now being taught to work as community-recreation directors. Such work may include the establishment of a citizens' board, the laying out of fields, and the acquisition of equipment as well as ordinary coaching.

An important idea in Peace Corps training is that of "Outward Bound." The term dates back to World War II, when British shipping losses showed a far higher percentage of officers surviving sinkings than of seamen. A shipping-line owner sought the advice of a schoolmaster whose students' regimen contained not only rigorous academic training but also diverse opportunities for helping them to discover themselves: metal- and woodworking, farming, fire-fighting, and forest-, mountain-, and sea-rescue work. Subsequently the first Outward Bound School was founded in Wales for apprentice seamen. They were given physical conditioning and other training to heighten their self-confidence by testing their strength, endurance, and ingenuity. Subsequently, losses of seamen in ship sinkings fell off.

### Movement Spreads

Since the war, Outward Bound schools modelled on the original have been set up in eight or 10 countries. The aim is still the same: to test the capacities of each trainee in mostly unfamiliar situations; trainees compete not against each other but against their own previous records of performance. The idea is that no person—man or woman—really knows his capability until he is put to severely demanding tests.

The Peace Corps has utilized the Outward Bound idea in several ways. It is a guiding principle of Camps Crozier and Radley, the only training facilities operated by the Peace Corps. To these two camps in the rain forest of central Puerto Rico, about a third of all trainees go for about a month, some 200 at a time. In general, trainees headed for Latin America and for community-development work go to Puerto Rico; they have a chance to try out their Spanish and to engage in village visits and perhaps even to accompany regular government community-development agents on their rounds.

At the camps, language classes occupy part of their time, but the main emphasis is Outward Bound. Included in the challenges are aquatic and outdoor programs. The aquatic section consists of swimming, life-saving, and drownproofing, an energy-conserving method of survival in water. The outdoor section consists of rock-climbing and other mountaineering techniques (a regular part of which is descending the face of a 100-foot dam by rope), campership, survival techniques, and a several-day hike on which trainees are left to their own resources for food and shelter. Middle-aged and elderly trainees do what they are capable of.

Outward Bound training also has been used in the United States. Volunteers for two Nepal groups trained at the Colorado Outward Bound School, high in the Rockies near Marble. And hundreds of Latin America-bound Volunteers have trained at the facilities near Taos run by the University of New Mexico, one of three universities which because of some special competence hold yearlong contracts to train prospective Volunteers.

A combination of Outward Bound and the culture-immersion techniques of training can be found in the Waipio Valley on the island of Hawaii. There Volunteers trained under the University of Hawaii at Hilo (also a yearlong contractor) undergo what the university calls transition training. Trainees bound for rural areas of the Far East to teach or do community-development work live for a few weeks in primitive conditions, learning how to prepare and eat Oriental foods, working with a carabao, and tending rice and taro fields.

The Peace Corps Training Division operates with about 15 Training Officers. It is these men and women who find a training institution to meet overseas Peace Corps needs and then are responsible for developing the training in regard to program content, management, and trainee welfare.

Training Officers are present at the institution when the trainees arrive; they sit on final-selection boards when the trainees finally are picked for overseas service. And in the meanwhile, the Peace Corps Training Officer may turn up three

or four other times to observe class or field procedures and to become acquainted with the trainees. The normal Training Officer work load is two training programs in progress and two in planning, but there is some variation owing to seasonal demands.

Director Craig, who has headed the Training Division for six months, is well acquainted with education, people undergoing training, and the Peace Corps. He holds a doctorate in education from Harvard; he has served as dean of men at Stanford and dean of students at Washington State University and Kansas State College; he has served for eight months as director of Peace Corps operations in Puerto Rico and for several months in other capacities.

One important function of his Training Division is to utilize the growing body of knowedge about Volunteers to improve training programs and thus to produce more effective Volunteers.

Both Craig and his Training Officers are eager to have factual reports from Volunteers on how alterations in their training could have made their overseas work more fruitful.

"We need feedback," says one aide. "Knowing the demands on Volunteers' time, we are reluctant to push them into sharing with us the know-how they have acquired, but adequate feedback would make for better Volunteers. Here is an example: a Volunteer home-economist in Latin America provided us with a complete rundown on her job, the organizations she worked with, and the conditions in her host country—what was available and what was not. We were able to fit this information into a training program so that women bound for that country to do the same job as that Volunteer arrived much better prepared than their predecessors.

### Words From the Wise

"We need to hear from more Volunteers. Too often we hear from only the complainers."

The speaker is Janet Boegli, a returned Volunteer who put in her service in community-development work in Chile.

In order that the lessons of experience not be lost, Volunteers who have completed their service are being threaded through the whole fabric of training. Janet Boegli is one of four working as Assistant Training Officers. Three returned Volunteers work in the Puerto Rico camps, and more than 30 have assisted in various university training programs. (These are in addition to the 16 who work at Peace Corps headquarters and the 22 overseas in nontraining staff positions.) Additional numbers of returning Volunteers will be utilized in university training programs to come, as discussion leaders, as administrators, as technical advisers on countries or regions with which they are familiar.

In another move to facilitate the reporting of Volunteer experience back to Washington, a "Training Liaison Officer" is to be appointed from the Peace Corps staff in each country to supply the Training Division with information it wants.

Thus the training of prospective Volunteers is an ever-changing process, constantly being renewed as more information becomes available on how it can improve.

Director Craig is confident that changes made in training over the months are making for a more self-reliant and effective Volunteer. "We know better what we are doing, and we can give the trainee a better idea of what he should be doing when he gets overseas. For this reason, we welcome change. The Training Division is in an experimental mood."

**The following institutions and organizations have participated in the training of Peace Corps men and women for service abroad.**

### Colleges and Universities

Arizona State University
Arizona, University of
Berea College
Boston College
Brooklyn College
California, University of (Berkeley)
California, University of (Davis)
California, University of (Los Angeles)
California State Polytechnic College (San Luis Obispo)
Catholic University (Puerto Rico)
Chicago, University of
College of the Virgin Islands
Colorado State University
Columbia University
Columbia University, New York School of Social Work
Columbia University, Teachers College
Cornell University
Dartmouth College
Denver, University of
Georgetown University
George Washington University
Harvard University
Hawaii, University of (Hilo)
Howard University
Illinois, University of
Indiana University
Inter-American University (Puerto Rico)
Iowa, State University of (Iowa City)
Iowa State University (Ames)
Kansas State University
Kansas, University of
Lincoln University
Los Angeles State College
Maine, University of
Maryland, University of
Massachusetts, University of
Michigan, University of
Michigan State University
Minnesota, University of
Montana State College
Nebraska, University of
New Mexico, University of
New Mexico State University
New York University
New York State University (New Paltz)
North Carolina, University of
Northern Illinois University
Notre Dame University
Oberlin College
Ohio University
Ohio State University
Oklahoma, University of
Oregon, University of
Pennsylvania, University of
Pennsylvania State University
Pittsburgh, University of
Portland State College
Puerto Rico, University of (Mayaguez)
Puerto Rico, University of (Rio Piedras)
Purdue University
Rutgers University
St. Louis University
San Francisco State College
San Jose State College
Springfield College
Syracuse University
Texas Western College
Utah State University
Washington, University of
Washington State University
Wisconsin, University of
Yale University Law School

### International Exchange Agency

The Experiment in International Living, Putney, Vt.

### Private Organizations

CARE, training at Rutgers University, N.J.
Caterpillar Tractor Co., Peoria, Ill.
Colorado Outward Bound School, Marble, Col.
CREFAL (Centro de Educacion Fundamental para el Desarrollo de la Comunidad en la America Latina), Patzcuaro, Mexico
First Federal Savings & Loan, San Juan, Puerto Rico
4-H Foundation, Washington, D.C.
Heifer Project Inc., training at Montana State College, University of Maine, and Iowa State University
Research Institute for the Study of Man, New York City
Tennessee Valley Authority, Muscle Shoals, Ala.

### Indian Reservations (Field Training)

Gila Indian Reservation, Ariz.
Maricopa Indian Reservation, Ariz.
Navajo Indian Reservation, N.M.

# Here It's an Attitude Test

Running jump by trainee is designed to show how trousers, knotted at the cuffs and held over person's head as he leaps into water, will capture enough air to become a serviceable pair of water wings.

Swallow a vitamin pill and come along with me to Camp Crozier and Camp Radley, the two Peace Corps training areas high in the tropical forests of Puerto Rico. Here is the routine of purposeful punishment I found in operation on a visit last week to Radley where nearly 100 volunteers—about 70 per cent men, 30 per cent women—are in the middle of a four-week conditioning course for assignment to agricultural work in Guatemala and a public-health project in Panama:

6:00 a.m.—reveille.
6:10 a.m.—calisthenics.
6:30 a.m.—showers.
7:00 a.m.—breakfast.
7:30 a.m.—KP and other duty groups.
8:00 a.m.—first regular training program; more about this in a moment.
noon — lunch.
12:30 p.m.—free time except for those on KP and other details.
1:30 p.m.—full afternoon training routine.
5:00 p.m.—volleyball.
5:30 p.m.—supper.
7:30 p.m.—Spanish lessons and evening discussion groups.
10:00 p.m.—The "bar" is open for sale of beer, pop and cigarettes.
10:30 p.m.—camp quiet—supposedly—but there is no official taps sounded and the last guy out of the reading room turns off the light.

This routine is even more rigorous than it sounds. The training, not to mention the must of three hours of Spanish a day, ranges from a new swimming technique called "drownproofing" to wilderness treks and a particularly gruelling and mettle-testing operation innocently labelled as rock work. The wilderness trip may involve a four-day hike or canoe expedition in which the Volunteers—usually in groups of four to six—augment their sparse, toted rations with edible leaves, boiled green bananas, and malangas or yautias, wild tubers

Volleyball is widely played in Peace Corps because ball and net are only equipment needed. Here trainees at Puerto Rico camp watch shot by Al Ferraro, (Nazareth, Pa.), once an instructor there and now a Volunteer in Colombia.

These prospective Volunteers got an eyeful of Colorado's Rockies while they were in training for Nepal's Himalayas. Volunteers found final, three-day hike a good preview of Nepal, where most travel is measured as so-many days' walking.

which are supposed to taste at least vaguely like a potato.

The rock work may be the supreme test of all. This involves three long and hazardous sessions of climbing, climaxed by scaling a nearly sheer 85-foot cliff. On assignment in the field, the volunteers may never need to pierce the jungle in Panama or scale a peak in Kenya. "Our concern here in these activities," explained the Radley camp manager (or "janitor," as University of Oregon graduate Dick McDaniel called himself), "is to find out whether they are willing to try something new and hard and different." So the exercises become more an attitude than an aptitude test.

**Vertical Rock Faces**

For the better part of an afternoon I watched a group of nine with climbing ropes labor up an almost vertical rock face high above Dos Bocas or Two Mouths Lake in northwest Puerto Rico, under the tutelage of Gary Ziegler, a young veteran mountain climber from Colorado College. The group included a 52-year-old Pennsylvania farm handyman who did a stint with the Civilian Conservation Corps back in the Big Depression; a plump 19-year-old farm lass from Michigan; a Latvian-born girl from Chicago; two young Puerto Ricans, two Negro college youths, one from Tennessee, the other from Illinois; a medical technologist from Cleveland, and a lanky young soils expert from California.

They taunted each other in turn. "At home," the Californian said wryly, "we would walk around something like this." Achievements varied sharply. Scared pale but surprising herself, the Latvian girl excelled several male companions. The Michigan girl, 19, and fresh from night school and a secretarial job, had to abandon the climb a third of the way up. Perspiration beading her nose and soaking her raspberry-colored sweatshirt, she stood on the roadside afterward looking up quietly in almost tearful anger at the rock face. She wasn't angry at the assignment, though, but at the fact she had not quite made it. Why was she here? "I'll go down (to Guatemala) and learn from them," she said, "and maybe they can learn from me. I think I'll get more out of this than anything I'll ever do." She may have already, even in her disappointment.

What a pity the Peace Corps' basic grapple with reality can't be extended to *all* the confounded complexities of this beleaguered planet. At least its Volunteers will learn, perhaps better than they could elsewhere, the merit in moving directly onto a problem.

*—From the Dec. 18, 1962, broadcast of Edward P. Morgan, whose program of news and commentary is carried by the American Broadcasting Co. network.*

Spectator sports in Southeast Asia include cockfighting, and an understanding of its finer points helps Volunteers to understand the way of life. Here trainees at Hawaii training center watch a sham battle. Real fights are illegal, but the police approve demonstrations because the gamecocks are not wearing knives.

# *A Foretaste of Far East*

Until last June, when the Peace Corps came to Waipio Valley, it was considered as inaccessible as it was legendary.

Once this valley was the bloody battleground of Hawaiian kings. Later 7000 people lived there, working the most fertile taro fields on the island of Hawaii; now the total population had dwindled to 15.

Waipio Valley lies 50 miles from Hilo, where prospective Volunteers undergo training run by the University of Hawaii branch there. Seven miles long and a mile wide, the valley fronts on the Pacific Ocean and is walled on the other three sides by towering cliffs laced with waterfalls. Unless you enter by sea, and take the chance of being wrecked by thunder-

**More Waipio photos on following pages.**

ing waves, you come and go by way of a road hewn out of rock . . . a road that drops 800 feet in its twisting length of three-quarters of a mile, and in places is little more than a ledge overhanging the lush valley. A vehicle with four-wheel drive can make it, with the right driver, but woe if it starts to rain; the hardy sightseers who have ventured into Waipio in recent decades generally preferred to slide down and climb out on foot.

*"Pupule!,"* people said when John Stalker, director of University of Hawaii Peace Corps projects, decided it was the perfect site for what he calls transition training.

*Pupule* is the Hawaiian word for *crazy*. For one thing, how would he bring in supplies? For another, how would he take out all those "tenderfoot trainees" who couldn't or wouldn't put up with it?

But no one calls Jake Stalker *pupule* any more. Taking the remote rain-forest valley, he converted it within six months into a breathtaking, challenging sample of the hinterlands of Southeast Asia, complete with carabao, rice paddies, thatched huts. And the reaction of trainees, for all the mud and mosquitoes and sore muscles, has been pretty much what Stalker expected. They're for it.

The purpose of the transition training was perhaps best summed up by Thomas Hamilton, president of the University of Hawaii, when he visited Waipio Valley to dedicate the site.

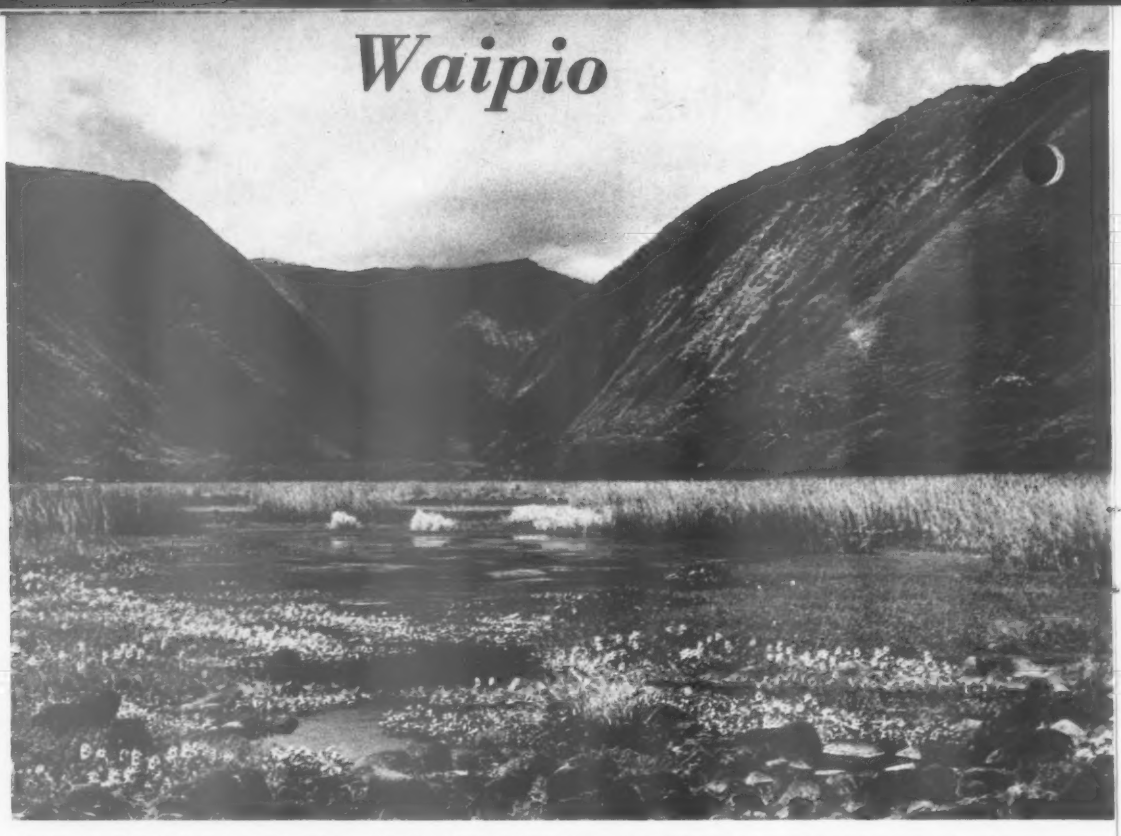
"Here," he said, "we have reproduced as closely as possible conditions under which our Peace Corps Volunteers will eventually work.

"The university has recognized that beyond the statement of the ideal, and beyond the kind of vicarious learning which can go on in the usual classroom, there is needed something more—and it is this something more that we are finding here."

Already there are Volunteers in the Philippines, Thailand, Sabah, Sarawak, Indonesia, and Malaya who can back this up.

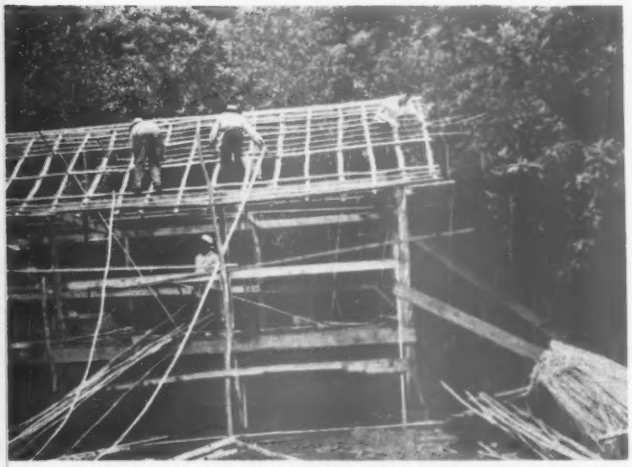
*—Maurice Zimm,*
*University of Hawaii Peace Corps Staff*

# Waipio



Photos by Howard Pierce

Sea end of the Waipio Valley, in which lies the University of Hawaii Training Center. Mountainous flanks rise nearly a thousand feet, isolating valley from land side; heavy surf restricts access from Pacific Ocean waters.



Hamakua Lions Club Members gave two Sundays to erect two houses (above) to Thai design. Training center also has Philippine-style houses for which trainees (right) gathered nipa palm which they wove into walls and thatch for roof.

Transition training stresses both gill-net and throw-net fishing. Here trainees spread net across Waipio River. Once it is adjusted, they walk down to a spot below it, spread out across the river, and walk upstream, beating water to drive fish into outstretched gill net.

Slogging through mud, trainees "pull" taro, a tuberous root (much like a potato) that Pacific Islanders pound, cook, and eat. Hawaiians use taro in dish called poi.

Fritz Klattenhoff (La Center, Wash.) did agricultural work as a Peace Corps Volunteer in Sarawak, Malaysia, before he joined the staff at Waipio. Here, using a parang, a machete-like knife, he cuts underbrush.

This beast is reputed to be the only working carabao in the U.S.A. Four decades ago carabao were numerous in the taro fields of Waipio, but this one had to especially imported for center. Carabao is the Philippine name for water buffalo, varieties of which are used as draft and milk animals in much of Southeast Asia. Here Volunteers learn to harrow fields for rice.

Trainees at Waipio have one meal a day prepared for them; breakfast and dinner they prepare for themselves, under the guidance of camp cooks who help them to learn how to prepare Far East dishes using fish, chicken, or rice.

# One Man's Junket

Bill Steif, a reporter on the Washington staff of Scripps-Howard newspapers, visited Puerto Rico and tried out Peace Corps training there. On his return, he wrote a three-part series for S-H newspapers and this article for the chain's house organ, *Scripps-Howard News*.

**By Bill Steif**

Ever since I returned from Puerto Rico, everyone has asked:

"How was your junket?"

The first couple of times I challenged the noun. But soon I learned I couldn't combat this impression, so now I just answer, "Oh fine, just fine."

I was away only two weeks and was training with the Peace Corps in Puerto Rico just a shade better than a week. But in that week I came to know the meaning of the phrase, "Montezuma's Revenge." I did not compare notes with my Peace Corps confreres because they all looked so damnably healthy: most, of course, are in their early 20s and in great shape, while I'm 40 and slightly pear-shaped. It makes a difference.

My junket reached its nadir the morning we were led into the rain forest and told to gather edible snails. I gathered seven and added them to others already sitting in a large tin can. We were told to start fires: here I failed miserably for two hours, but some of my group managed to get a couple of fires going and started boiling the snails.

I thought this was some kind of nutty joke, but around 1 p.m. learned we were expected to lunch on the snails, plus a few stewed tubers.

One of the gung ho types in my group had brought along a leather flask of red wine. So we stretched out the snails on a banana leaf and bathed them in red wine. I felt a little like a combination of Walter Mitty and Gary Cooper in *For Whom the Bell Tolls* until I popped a snail in my mouth. The wine flavor slipped away and the snail flavor remained.

What could I do? Could I fail to swallow in front of my peer group, as the Peace Corps psychologist would say? I choked down the snail. Almost an hour later we got back to camp and I found the Corps wasn't kidding about lunch. My snail was it.

That evening, in the latrine, I noticed the pencilled message of a philosopher. It read:

MAINTAIN YOUR DIGNITY.
RESIGN.

The snail and the dignity are the two most enduring memories I brought back from my junket.

At Camp Crozier, named for Volunteer killed in 1962 Colombia plane crash, lessons in open-sided classroom are held in a setting of tropical rain forest.

# *Puerto Rico*

A Class in Urdu, offical literary language of Pakistan, meets under canvas at Camp Radley, also named for a Colombia Volunteer lost in air accident. Most of Puerto Rican training is given to aquatic and outdoor programs linked to Outward Bound concept, but drill in language continues apace.

Chow time at Camp Crozier offers *arroz con pollo* and functional G.I. accessories after day of Outward Bound routine; a third of trainees have been through Puerto Rican camps.

In 1962, the then Vice President Johnson met with trainees when he and Mrs. Johnson visited Camp Radley. They also saw trainees "graduate" at island's Inter-American University.

Elementary-school classroom in Puerto Rico is utilized for demonstration lessons to give future Peace Corps teachers realistic idea of jobs to come.

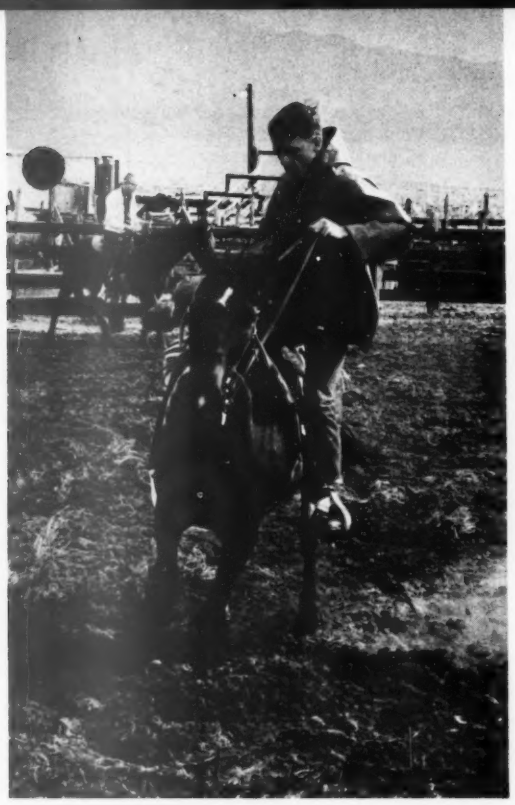
Happiness is not in plucking a chicken, as this trainee's face indicates. Such chores are part of the routine at New Mexico training near Taos.

Instructor (right) with pincushion bracelet helps trainee with sewing problem.

# *New Mexico*

Over a muddy New Mexico plain, a young trainee tests skill on four-wheel-drive Jeep as two others wait their turn and instructor (right front seat) watches.

In a fine disregard for gravity, trainee faces test of self-confidence as he rappels down sheer cliff, a regular Outward Bound routine.



Dude rider, savvy horse meet at D. H. Lawrence Ranch as trainee learns to dismount while horse is galloping.

Training for Latin American health project, a future Volunteer prepares to register a baby's weight in well-baby clinic at New Mexico site.

A rest for the weary is taken by Brazil-bound trainees on hike through Pecos wilderness area east of Santa Fe.

Photos by Paul Conklin

*Career Opportunities*

# Returning Volunteers Are Offered Diversity of Futures

Following is a selection of opportunities recently received by the Peace Corps Volunteer Career Information Service. Volunteers completing service in 1964 receive complete listings of career opportunities and should have returned a registration card for the Career Information Service. Information from these cards will provide some indication of the Volunteer's post-Peace Corps plans and will help the Career Information Service in advising Volunteers of suitable openings. Inquiries should be directed to the Peace Corps Volunteer Career Information Service, Room 601, 1815 H St., N.W., Washington, D.C. 20006.

## Education

**The University of Pittsburgh** Graduate School of Public and International Affairs is offering five fellowships to returning Volunteers. The university will give from six to nine graduate credits to Volunteers in acknowledgement of the training and experience acquired in Peace Corps service. The fellowships are available in four public-service fields: international and cross-cultural affairs; economic and social development; public administration; urban affairs, city management, and urban renewal. Courses lead to the degrees of master of public and international affairs or of master of public administration. A Ph.D. program for outstanding advanced students is also offered. Volunteers may write Dean Donald C. Stone, Graduate School of Public and International Affairs, University of Pittsburgh, Pittsburgh, Pa.

**Cornell University** will give the broadest consideration for admission and financial assistance to applications from Peace Corps Volunteers. Although a wide range of scholarships, fellowships, assistantships, and other grants is available to Cornell applicants, the university has established two special annual fellowships for returning Volunteers. Fellowships may be used at either the undergraduate or graduate level in any field of study. For applications and further information, write to either the Office of Admissions for Undergraduates or the Graduate School, Cornell University, Ithaca, N.Y.

**The Student Government Assn. of Monmouth College** has established a $500 scholarship for a returning Peace Corps Volunteer. Preferential consideration will be given to residents of New Jersey. The scholarship is for work at the undergraduate level in any field of study. Applications for the 1964-65 academic year should be filed by June 1. For further information, write to Robert A. Hogg, Dean of Students, Monmouth College, West Long Branch, N.J.

**Georgetown University** has established two tuition scholarships for 1964-65 for returning Volunteers to study at the undergraduate, graduate, or professional level. In addition, preferential consideration will be given to applications from Volunteers for numerous other scholarships. Applications for admission and for financial assistance should be directed to Rev. George H. Dunne, Director of Peace Corps Projects, Georgetown University, Washington, D.C. 20007.

**Indiana University** has established five fellowships for 1964-65 for returning Volunteers. The awards are for one year of graduate work in any field of study. Preference will be given to Volunteers interested in teaching either in secondary school or in university. For further information, write to J. W. Ashton, Graduate Dean, Bryan Hall 315, Indiana University, Bloomington, Ind.

**The University of Illinois** Dept. of Psychology has set aside two half-time assistantships for Volunteers interested in graduate work in this field. These assistantships provide a waiver of tuition and allow the student to take course work leading to a doctoral degree. Two programs are available. One stresses social psychology. The other emphasizes the psychology of classroom learning and instruction and gives particular attention to experimental research in learning, instructional procedures, and new educational media such as programmed learning and teaching-machines. Volunteers interested in social psychology should write to Fred Fiedler. Volunteers interested in the psychology of classroom learning should write to L. A. Stolurow, Dept. of Psychology, University of Illinois, Urbana, Ill.

## Teaching

**United Board for Christian Higher Education in Asia** seeks returning Peace Corps teachers. The United Board is affiliated with colleges in Hong Kong, Taiwan, Korea, the Philippines, and Indonesia. Openings are available in economics, history, psychology, chemistry,

## Malaysian Stamps Traded

Volunteer Bruce Thorson (Fergus Falls, Minn.) is teaching in Malaysia. His school's stamp club is already exchanging stamps with a Peruvian stamp club organized by a Volunteer, but Thorson wants to expand his trade in commonseries Malaysian stamps to other countries. His address: Government Secondary school, Simangang, Sarawak, Malaysia.

First-grade children in Guayaquil, Ecuador, listen to Volunteer Barbara Tetrault as she uses a living model in rooster-sketching lesson. Barbara, from Hopewell Junction, N.Y., studied at the New York Phoenix School of Design and at the Art Students' League, N.Y. Children in her class have named the rooster Fidel.

engineering, music, and English. Qualifications include an M.A. degree and college teaching experience in the United States or elsewhere. Initial appointments are for three years. Write to Albert Seely, Associate Secretary, United Board for Christian Higher Education in Asia, 475 Riverside Dr., New York 27, N.Y.

**English Language Services Inc.** seeks returning Volunteers for teaching and administrative positions. Openings are available for two teachers of English-as-a-foreign-language at the high-school or university level at the University of Aleppo in Syria. Qualifications include teacher certification or Peace Corps teaching experience. ELS also needs a director for its English-language program in Cameroon, a project conducted under the auspices of AID. Qualifications for this position include fluent French and several years' experience in teaching English-as-a-second-language. All positions are available immediately. Write to E. M. Hampton, Director of Personnel, English Language Services Inc., 800 18th St. NW, Washington, D.C.

## Government

**United States Information Service** seeks returning Volunteers for positions with Binational Centers. The centers are organized under local leadership to present information on government, institutions, and culture of the host country and the U.S. Opportunities are available for center directors, director of courses, director of activities, and student-affairs grantees. All positions require a B.A. degree; U.S. citizenship for a minimum of 10 years; political awareness; a thorough knowledge of American society and culture; administrative competence; and knowledge of French, Spanish, or Portuguese (almost all current positions are in Latin America). Applicants for the position of director of courses must be able to teach English-as-a-foreign-language; directors of activities should have experience in group activities. Write to Personnel Division, Binational Center Program, U.S. Information Agency, 1776 Pennsylvania Ave., N.W., Washington, D. C. 20025.

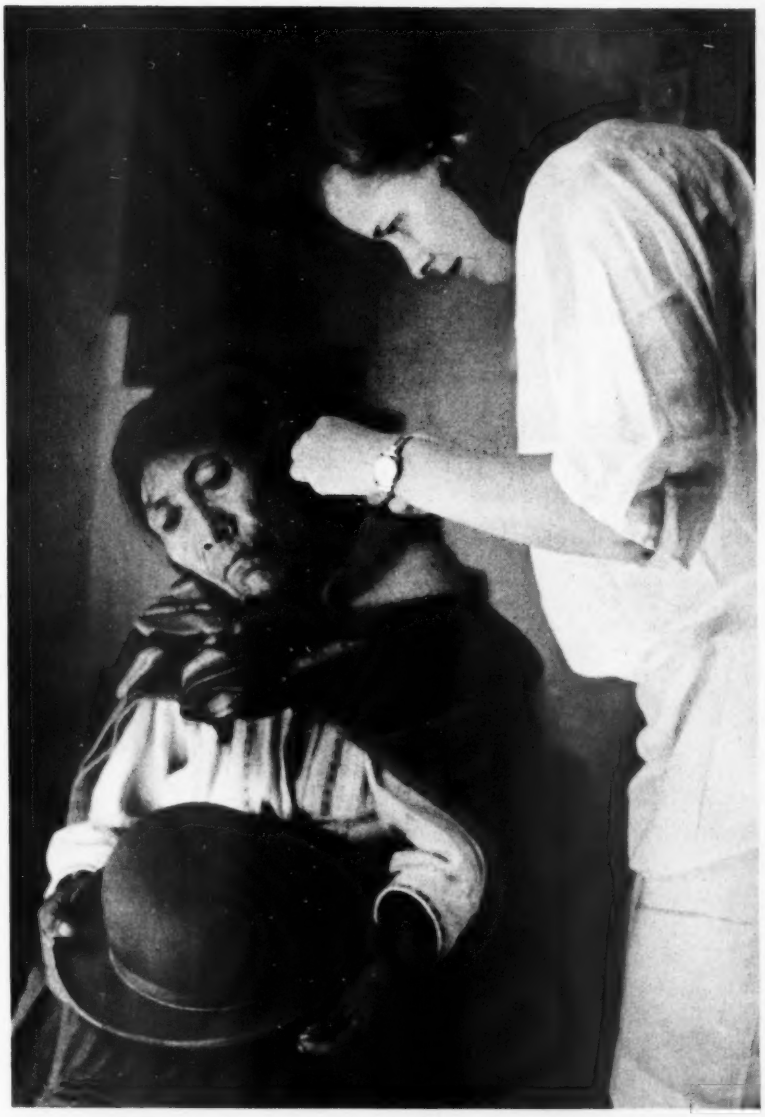
## Other Opportunities

**Hilton Hotels International Inc.** would welcome applications from returning Volunteers interested in the hotel business. Opportunities are available all over the world, including many developing countries. Qualifications include language facility, overseas experience, and career interests in overseas hotel management. Write to Personnel Co-ordinator, Hilton Hotels International, 301 Park Ave., New York City 22.

**The American Nurses Assn.** will assist returning Peace Corps nurses to find positions. Counselling and placement services are available through local offices in 22 states and from the national office. Assistance in obtaining overseas positions is available from the national office. Write to Mrs. Evelyn Ferguson, American Nurses Assn., 10 Columbus Circle, New York City 19.

**CARE/MEDICO** seeks physicians, nurses, and technicians for two-year assignments in Afghanistan, Algeria, Cambodia, Malaya, and Viet Nam. This program assists host-country health authorities in developing basic health services and prepares host nationals for the early assumption of responsibility for programs. Write to Professional Personnel Division, CARE/MEDICO, 660 First Ave., New York City 16.

**The International Bank for Reconstruction and Development** seeks returning Volunteers for its Junior Professional Training Program. Preference will be given to applicants under 30 who have graduate training in economics or finance and who are interested in careers in banking. The jobs are in Washington although occasional travel is required. Write to Konrad Busse, Personnel Officer, International Bank for Reconstruction and Development, 1818 H St., N.W., Washington 25, D. C.



In Coroico, near La Paz, high in Bolivia, Priscilla Bauguess and another Volunteer nurse operate a clinic, where patients such as this old Aymara Indian woman come for care. Priscilla (Muscatine, Iowa) attended Augustana College, Rock Island, Ill., and graduated from the Moline (Ill.) Hospital School of Nursing.

# Now the Blind Lead the Blind

Volunteer Maurice Sterns (Montclair, N. J.) graduated in 1962 from Oberlin College with a B.A. in social science. He is living and working at Maracaibo, Venezuela, site of the University of Zulia.

**By Maurice Sterns**

For more than a year I have been teaching English at the University of Zulia. Five of us Volunteers are here, and we pursue a variety of community activities besides our regular teaching jobs. For a time, I was even teaching a group of psychiatrists at a mental hospital in town.

One of my most rewarding activities, however, has been in giving English lessons to a group of blind persons—eight men and four women all in their 20s. I came upon them almost by accident.

One day, shortly after I had moved my lodging to a different neighborhood of Maracaibo, I took a walk around, as any newcomer would do. I happened upon an old house before which stood a sign reading Asociación Zuliana de Ciegos —Blind Association of Zulia.

Without knowing exactly why, I walked in, and was soon surrounded by a half-dozen blind persons who hurried to the little front lobby to see who the visitor was.

After identifying myself, I suggested that perhaps there was some activity in which I could help them, and they all jumped at the idea of my holding English classes. They were almost as interested in the idea that some outsider was willing to spend a few afternoons a week with them as they were with the idea of studying English.

Since then, I have been meeting with the group two afternoons a week, giving a course in conversational English. Unfortunately, I have been unable to obtain Braille texts. The students take turns copying the day's vocabulary list in Braille. We have a warm relationship both in and out of the classroom. They invite me to the beach and to their parties, and they enjoy mimicking my misusages in Spanish.

One day a few months ago, the association had a cultural program marking its fifth anniversary. The governor of Zulia was there to turn over for the association's use a truck and chauffeur. Following the presentation, the master of ceremonies asked if anyone else had anything to say. There was silence; then suddenly someone said, "We want to hear a few words from Profesor Mauricio."

In broken Spanish, I told my student friends that they possessed a wonderful "sixth sense," a vision far beyond the narrow limits of the physical eye. I said that their energy, enthusiasm, and accomplishments, despite their handicap, was worth all the more because there are many sighted persons who do not make nearly the same effort to adjust to life as do the blind.

The most recent activity taken on by the group is the operation of a school program for children at the Home for the Blind. With the association's truck, the children can be driven to and from the association's building to have classes in manual arts and reading.

This is the best instance of the blind leading the blind that I have ever witnessed.

Maurice Sterns dictates an oral pattern drill to students at the Blind Association of Zulia in Maracaibo, Venezuela, where he is stationed. He meets with group of 12 two afternoons weekly, giving course in conversational English, in addition to his regular teaching assignment at the University of Zulia.

## *Letter to the Editor*

The following letter replies to an article in the New York **Times** which was reprinted in the December, 1963, VOLUNTEER. It described the working of Britain's Voluntary Service Overseas—an organization whose aims are much like those of the Peace Corps.

Dear Sir:

I would like to express my appreciation of the article about Voluntary Service Overseas in your December edition. It appeared to me as a fair assessment of the merits and demerits of the organization, and will perhaps have the added advantage of reducing the blank stares and/or exclamations of: "A real, live VSO—you're the first one I've met. What are you?"

However, I would like to point out that if the volunteers cost VSO between $11,000 and $12,000, someone, somewhere, is pocketing a lot of money! I think Mr. Fellows erroneously added an extra nought to the figure—our recruitment, training, insurance and transport cost VSO an average of $1200.

Yours sincerely,
CLARE MUNT

Our Lady of Apostles School
Ijebu-Ode, Western Nigeria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